Karin Garcia

Lesson Plan #3

Serina- 3rd grade

4/9/13

Kary Johnson

**Objectives:**

**Science Objectives and Related TEKS:**

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:

(F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.

(10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:

(C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.

**ELA Objectives and Related TEKS:**

1. Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:

(A) decode multisyllabic words in context and independent of context by applying common spelling patterns

(2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:

(B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text;

(C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).

(3)Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.

(9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.

(17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(B) develop drafts by categorizing ideas and organizing them into paragraphs;

(C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;

(19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

**Activities:**

1. Phonics
2. Guided Reading Level L book, *“How Animals Sleep”* by Kira Freed. I will provide support as needed and we will work through tough words together.
3. Play alphabet monster game on the iPad.
4. Play Lingo Bingo board game. This will go over all the beginning letters in words and blending sounds together.
5. Reading Fluency
6. Buddy Reading/Echo Reading, Level J book, *“The Grouchy Ladybug”* by Eric Carle.
7. Switch off pages reading between myself and student. Switch pages when reading it a second time. On the third time student will read book independently.
8. Written Communication:
9. Play Go to Press Grammar game. This game will provide great examples of capitalization, verb tense, and punctuation.
10. Continue to write story on favorite birthday that was started last visit. Continue to follow brainstorm that was also previously done.
11. We will write the story together along with reminding the student of correct capital letters, punctuation, and spacing.
12. Show student the last letter in the writing response journal. We will read the last letter together. I will give the student some pencils and some animal cards before taking her back to class.

**Materials:** *How Animals Sleep, The Grouchy Ladybug,* dry erase board, marker, iPad, Lingo Bingo, Go to Press board game, pencils, pens, paper, writing response journal

**Evaluation:**

* Teacher observation of reading independent level reader *“How Animals Sleep”* and instructional level reader *“The Grouchy Ladybug.”*
* Observations of word work during iPad game, Lingo Bingo game, and Go to Press game.
* Writing complete sentences in the birthday story with correct punctuation, following brainstorming ideas and responding to teacher letter.